



Sitting Bull College

Program Review Guide

Sitting Bull College
9299 HWY 24
Fort Yates, ND 58538
701.854.8000
www.sittingbull.edu

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VISION

Let us put our minds together and see what life we can make for our children.

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčuŋkičiyukčaŋpi kte.

MISSION

Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

STUDENT INSTITUTIONAL OUTCOMES

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will gain an understanding and appreciation for Native American cultures.

PROLOGUE

Sitting Bull College (SBC) Curriculum Committee decided in spring 2008 to implement an ongoing process of integrated planning and program review processes with linkages to resource allocation. This effort is a collaboration with the Assessment Committee, Institutional Data Coordinator, administration, faculty, and staff.

INTRODUCTION

The program review process focuses on evaluation, planning and improvement to help serve students better. The Program Review process at Sitting Bull College is supervised by the Dean of Academics and provides a framework within which to review, evaluate, and formulate goals for each program. This process is an important component of institutional evaluation, planning, and resource allocation; therefore, the dialogue, constructive participation and cooperation of all members of the faculty, staff, and administration are encouraged.

Program Review is, by intent, an opportunity for members of the faculty, staff, and administration to review and strengthen their own programs to better serve students, rather than a

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mechanism for punitive scrutiny. Program review also provides a means for examining new programs for possible adoption.

Objectives

Program Evaluation, the first objective of Program Review at Sitting Bull College, is accomplished through a comprehensive, structured, documented, and periodic self-study of each program's performance. Self-study is an opportunity to demonstrate good performance, to identify areas in need of development or revision, and to maintain and improve the quality and scope of instruction and services.

Program Planning is the second objective of Program Review at Sitting Bull College. It is accomplished through the development of a program plan, including both short-term and long-term goals. It includes evaluation of potential programs.

Linkages and Integration

Program Review is coordinated with the following processes:

1. Accreditation: The Program Review process addresses requirements included in the Higher Learning Commission standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources.
2. Educational Planning: Planning documents that are prepared by each program through the Program Review process are integrated into the plan.
3. Assessment Analysis: Program review is supported by the documents prepared annually and submitted to the Assessment Committee. This facilitates utilization of assessment results.
4. Budget Development: Resource needs identified through the Program Review process are the basis for individual program budgets, facilities, and staffing proposals and guide the allocation of financial resources to these programs.
5. Institutional Research: Program Review is supported by research and integrates planning, evaluation, and resource allocation.

Responsibilities

Responsibilities are distributed as follows for the Program Review process:

1. Curriculum Committee: Creates the master Program Review Schedule, assigns programs to particular years in the Program Review cycle, coordinates annual Program Review training, and provides institutional support for Program Review. Evaluates and revises as necessary Program Review documents and requirements. Evaluates and reviews potential programs.

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2. Division Head or Faculty of Record for the Program: Participates in Program Review, conducts program review meetings, drafts and edits Program Review Report, meets deadlines for submission of Program Review Report and Board Presentation.
3. Program Review Participants - (Program staff, faculty, and involved adjunct faculty): Attend program review meetings, review and provide research data, review assessment and planning recommendations, review/revise and approve/reject Program Review Report.
4. Institutional Data Coordinator: Provides summary of satisfaction information collected by a variety of entities, provides enrollment data for all instructional divisions, receives, duplicates, and distributes to the Vice-President of Academics and the President the completed Program Review Reports.
5. Assessment Committee: Advises and assists programs in the completion of Program Review.

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Annual Program Review Calendar for Existing Programs

Program Reviews are examined on a 5-year cycle*. Programs subject to more frequent external reviews that include both self-evaluation and forecasting should notify the Curriculum Committee so that adjustments can be made to the requirements.

September	Notification of programs scheduled for review during the coming year
October-November	Program Review, data analysis, planning, drafting of the report, consultation as needed with the Curriculum Committee
January 15	Program Review Report due to External Reviewer
January 30	Feedback on the Program Review Report is returned to the Program by External Reviewer
March 1	Submit Completed Program Review as an electronic file to Curriculum Committee Chair & Dean of Academic Affairs
March 15	Recommendation of Curriculum Committee to the Program, Dean of Academics, and Faculty
March-April	Program Review Report goes to the President and SBC Board of Trustees

New (Potential) Program Review Calendar

New (potential) programs will be examined as they are proposed. Deadlines for the program reports will be arranged with the Curriculum Committee through the committee chair.

Completed Program Reviews

Upon approval of the program review report at a curriculum meeting, a corrected final electronic copy of the report will be sent to the Dean of Academics and to the curriculum committee chairperson. This report will be submitted within one (1) week of curriculum committee approval of the final report.

* Curriculum Committee can change the sequence of program review based on time and program needs.

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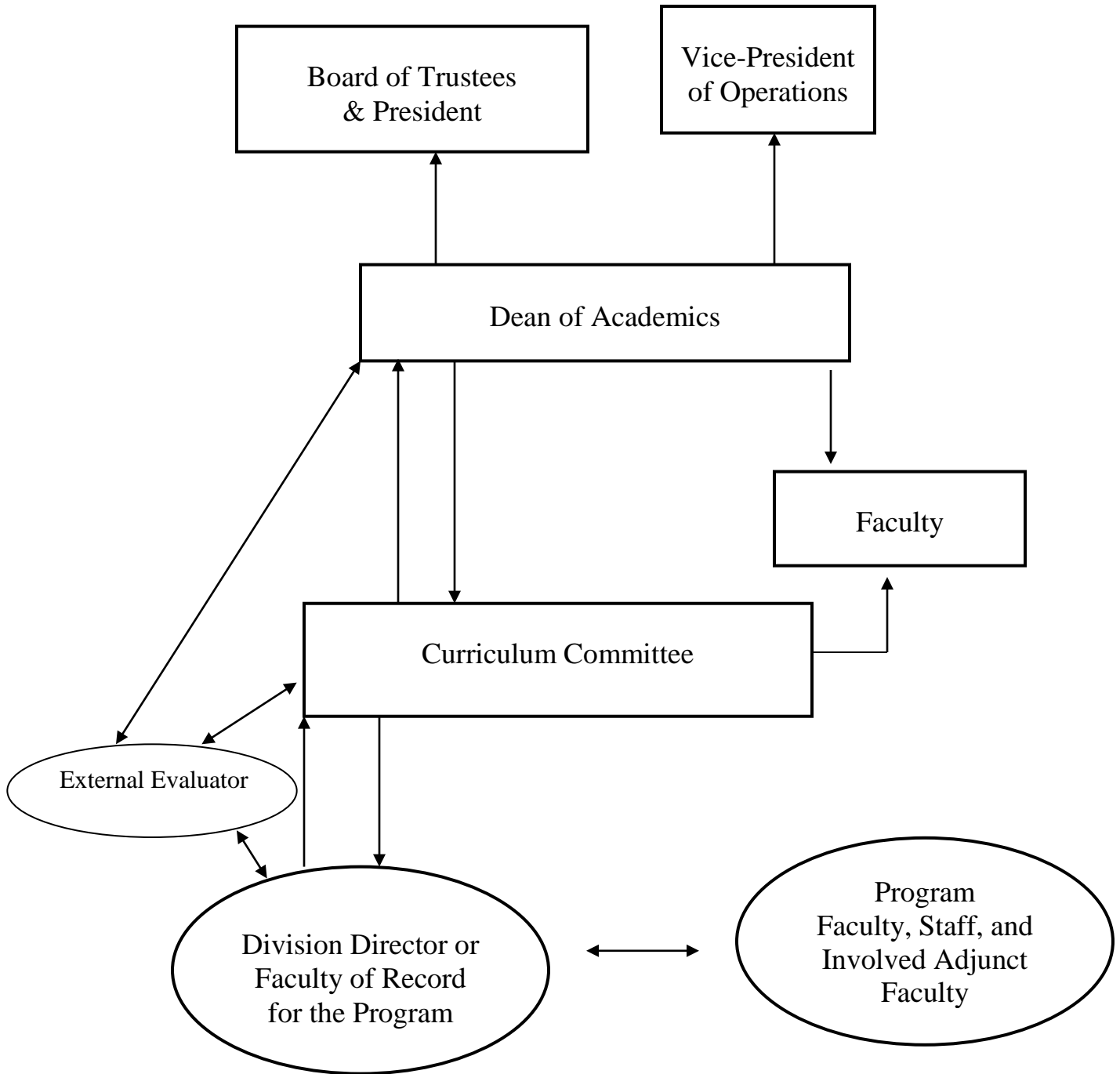
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PROGRAM REVIEW
PREPARATION AND PROCESS FLOW CHART



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RECOMMENDATIONS RESULTING FROM THE REVIEW PROCESS

Existing Program Review:

The review should result in a recommendation from the Curriculum Committee for appropriate action to be taken. Program reviews will include one of the following program recommendations:

- Maintain the Program
- Enhance the Program
- Reconfigure the Program
- Reduce or Phase-Out the Program

In addition, all program reviews except those resulting in a recommendation to phase out a program should result in specific recommendations that can improve a program and ensure that it more effectively and efficiently meets the needs of the students and Sitting Bull College's attainment of its goals.

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The final program continuance recommendations will be based on the following criteria:

Criteria	Maintain a Program	Enhance a Program	Reconfigure a Program	Reduce or Phase-out a Program
Quality and Strength of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance.
Enrollment	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to Benefit and Positively Impact Sitting Bull College	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost Effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural Component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than ¼ of the curriculum.

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New (Potential) Program Review:

The review should result in a recommendation from the Curriculum Committee for appropriate action to be taken. Program review will include one of the following program recommendations:

- Adopt the Program
- Enhance the Program
- Reconfigure the Program
- Program not recommended for adoption

The final program recommendations will be based on the following criteria:

Criteria	Adopt a Program	Enhance a Program	Reconfigure a Program	Program not recommended
Quality and Strength of the Program as Determined from Feasibility Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum	The program's quality and/or contribution to the institution is not substantial enough to justify its implementation.
Expected Enrollment	The program's expected enrollment is strong.	The program's expected enrollment is adequate but could be strengthened.	The program's expected enrollment needs to be strengthened.	The program's expected enrollment does not meet the expectations for implementation.
Ability to Benefit and Positively Impact Sitting Bull College	Relationships, partnerships, and/or alliances are strong. This Program will benefit the overall mission of the college. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances could be developed to strengthen the potential program. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances will not positively impact the college.
Cost Effectiveness	The program could sustain itself and be a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.

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EXISTING PROGRAM REVIEW REPORT

The program Review Report includes two documents: an executive summary which highlights the major aspects of the program's review and a more comprehensive analysis. Appendices and supporting documentation may be asked for by the committee. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an accurate picture of the program.

ABSTRACT (EXECUTIVE SUMMARY)

Summarize each section of the Program Review Report. Following the summary, list the names and titles/positions of all program members who participated in the program review and contributed to the report.

Part I: Program Description Summary

Part II. Program Self-Evaluation Summary

Part III. Program Planning Summary

COMPREHENSIVE ANALYSIS

Discuss program review information in detail as outlined on the following pages.

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Part I. Program Description

NOTE: The Sitting Bull College shared files contain much of the information you will need.

1. Describe the Role of the Program within Sitting Bull College.

- Program's Mission Statement : must include a description of the Program's function that relates to the SBC Mission Statement and to the goal of achieving student learning outcomes.
- Courses Offered
- Degrees and/or Certificates Offered

2. Describe the current Staff of the Program, as follows:

- Name
- Title/Position
- Classification: Full-time, Part-time, Temporary, etc.
- Number of credits taught each semester by each adjunct instructor
- Summarize Changes in Staffing (Past Five Years)

3. Program Productivity Summary: (Past Five Years) (See Website)
(See Appendix A)

- Enrollment, success (graduation) data
- Employment data (including students continuing education) (See Vocational Counselor)
- Number of students transitioning from a lower degree to a more advanced degree, if applicable (i.e. continuing from a certificate program to an AAS or an AA/AS program to a BS program)

4. Program Revenue: (Past Five Years or data that is available) (See Dean of Academics)

- Tuition and ISC (Indian Student Count) Revenue
- Summarize Revenue Trends for the Past Five Years

5. Program Budget: (Past Five Years) (See Dean of Academics)

- List annual expenditures by the program in the following categories: salaries and fringe
- If grant funded, include travel, supplies, equipment, and other (as applicable).
- Specify Grants, Additional Funding, Fundraising, etc.

6. Does the program have an advisory committee? _____Yes _____No

- If yes, describe the role, and list the members of the advisory committee. Attach the highlights of the advisory committee meetings for the past five years.

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Part II. Program Self-Evaluation

A. Faculty (include results from Appendix B)

1. Describe the program's ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as curriculum design and review, state-of-the-art content, professional development activities, and program delivery.
2. Describe the program's defined schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.

B. Student Relations

1. Describe faculty accessibility to students (for example, through office hours, voice mail and email), appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.
2. Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.
3. Describe the evidence that the program's courses and programs successfully meet the learning and/or employment needs of students.

C. Curriculum Content, Design, Delivery

1. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course outlines have been updated (at least once since the last program review).
2. Describe how the program's academic courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the degree and/or general education needs of students.
3. Describe how the program systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve achievement, and reports the results to the Assessment Committee.
4. Describe how the program incorporates Native American cultures into the curriculum content, design, and delivery.

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D. Institutional Support

1. Does the program possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs (if not, explain).
2. Does the institution provide adequate student services (library services and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs? Please explain how these are utilized to make your program effective.
3. Does the institution support professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline? Please explain.

E. Obstacles/Previous Findings

1. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the program's courses and programs (include response to problems identified in previous program reviews or other relevant assessments, internal or external).
2. Describe any ways these could be improved to make your program be more effective.

F. Other

1. Describe the program's contribution to other SBC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.
2. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its faculty and students.
3. Describe cocurricular activities and involvement of program faculty and students.

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Part III. Program Planning

A. Identify and describe any important trends in the following areas which have an effect on program goals (see below):

- Changes within the discipline of the program.
- Changes within the student population served by the program.
- Changes within the educational, social, or economic sector served by the program.
- Changes within the organizational structure and direction of the institution.
- Changes within tribal colleges.
- Changes in federal, state, or tribal laws and Higher Learning Commission that have an effect on program functions.

B. Articulation Issues

C. Described any new and revised goals and objectives for program improvement that were identified through the Program Review. Include both short-term (1 year) and long-term (5 years) objectives.

D. Identify additional resources needed to maintain and improve program quality and to reach the goals and objectives (for example: hours for part-time employees, cost of remodeling, adjunct faculty hours, software, equipment, faculty development, etc.

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NEW (POTENTIAL) PROGRAM REVIEW REPORT

The proposed (New) Program Review Report is done in two steps. The first step is a feasibility study. After approval of the feasibility study, the developed program is submitted. The second step is the program itself including the degree plan and course syllabi.

The feasibility study includes four documents: an executive summary which highlights the major aspects of the proposed program and the feasibility study itself (a comprehensive analysis). The developed program includes all course syllabi and degree plans. Appendices and supporting documentation may be included. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an accurate picture of the program.

ABSTRACT (EXECUTIVE SUMMARY)

Summarize each section of the Feasibility Report. Following the summary, list the names and titles/positions of all program members who participated in the program review and contributed to the report.

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FEASIBILITY STUDY

Discuss program feasibility information as outlined on this page.

1. Rationale
 - Describe the program that is being proposed
 - Why? Include any important trends which affect this proposed program
 - Include benefits and limitations of implementing the program
2. Describe the Role of the Program within Sitting Bull College
 - Program's Mission Statement : must include a description of the Program's function that relates to the SBC Mission Statement and to the goal of achieving student learning outcomes.
 - Proposed Courses
 - Proposed Degrees and/or Certificates
3. Target Audience
 - Who is the program for?
 - Where would these graduates be employed (job opportunities)?
 - What job opportunities are available on or near the reservation for these students after graduation? Document need for program graduates
 - Recruitment Plan
4. Describe the staff needed for the Program, as follows
 - Title/Position
 - Classification: Full-time, Part-time, Temporary, etc.
 - Summarize projected changes in Staffing (Next Five Years)
5. Program Budget (Next Five Years)
 - List a proposed annual budget for the program in the following categories: salaries (based upon the Sitting Bull College Faculty Scale), fringe (Use 25% of the salary), supplies & equipment, technology, memberships, travel
6. Identify non-financial resources needed to develop and maintain the program (for example: space, equipment, technology, reference resources, and practice sites if applicable).

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PROGRAM DEVELOPMENT

Once the feasibility study has been reviewed and approved by the Curriculum Committee this portion of the program review is done.

1. Development Timeline

- Outline a proposed schedule for implementation of the program

2. Degree Plan

3. Curriculum Outline

- This is an outline of the program showing when the courses would be offered
- Include all course requirements both general education and core courses
- Include a suggested sequence for student progression through the program

4. Course Syllabi

- Utilizing the approved syllabus format submit completed syllabi for every course proposed for the program, include proposed textbooks

PROGRAM PLANNING SUMMARY

Student learning outcomes for the program

- Draft measurable student outcomes for the program

If approved, the Assessment Committee will work with the program to develop an assessment plan.

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Appendix A

Required Minimum Data for Instructional Program Review

A. Program Demographics:

1. Program Faculty – Full Time and Part Time
2. Program Staff – Full Time and Part Time
3. Total Program Student Enrollment per Semester (5 years) (See Website)
4. Total Number of Courses and Sections Offered per Semester (data available, up to 5 years)
5. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institution (5 years)
Optional: Enrollment by days, weeks, time of day, gender, age group, ethnicity, payment, instruction method, credits students take in General Education classes, transferability (5 years)

B. Success:

1. Total Program Graduates (Degree, Certificate) per Semester (5 years).
2. License/Board exam/Certification Exam Pass/Fail Rates (if applicable).
3. Total Successful Program Placements, if available (transfers, employment) per Semester (5 years) (See Vocational Counselor)

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Appendix B



Sitting Bull College Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty have the opportunity to participate in curriculum development and revision for this program.						
2. All faculty have the opportunity to participate in program planning.						
3. Faculty in this program are concerned about student success.						
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.						
5. Faculty in this program are given the opportunity to participate in the program review process.						
6. The program review process is effective in evaluation the strengths and weaknesses of this program.						
7. Information gathered during program review is integrated into the program's planning process.						
8. Communication among faculty in the program is frequent, interactive, and effective.						
9. I am satisfied with the quality of educational planning in this program.						
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.						
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.						
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.						
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.						
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.						
15. Faculty in this program stay current in their area of expertise.						
16. The faculty in this program are actively involved in staff development activities.						
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.						

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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
18. Class schedules for this program conform to student's demand and educational needs.						
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.						
20. Faculty in this program are committed to high standards of teaching.						
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.						
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.						
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.						
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.						
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.						

BACKGROUND

26. At SBC, are you: full-time faculty part-time faculty adjunct faculty

27. How many years have you taught at least one course in this program?

- Less than 1 4 – 6 years
 1 – 3 years more than 6 years

28. How many different courses per semester are you teaching in this program?

- 2 courses 4 courses
 3 courses I only teach one course per semester

29. How many credits do you teach in this program (per semester)?

- 5 or less 6-12 credits
 12-15 credits 15 or more

Please provide any additional comments (greatly encouraged):

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Appendix C

Checklists for Program Reports

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Checklist for Existing Program Review Report

Executive Summary

- _____ Program Description Summary
- _____ Program Self-Evaluation Summary
- _____ Program Planning Summary

Comprehensive Analysis

Part I. Program Description

- _____ Role of the Program
- _____ Staff
- _____ Productivity Summary (Appendix A) for past 5 years
- _____ Program Revenue (Past 5 years)
- _____ Program Budget (Past 5 years)
- _____ Advisory Committee

Part II. Program Self-Evaluation

- _____ Faculty (include results of Appendix B)
- _____ Student Relations
- _____ Curriculum Content, Design, Delivery
- _____ Institutional Support
- _____ Obstacles/Previous Findings
- _____ Other

Part III. Program Planning

- _____ Trends affecting program goals
- _____ Articulation Issues
- _____ Goals and objectives for program improvement (1 year and 5 year)
- _____ Identify additional resources needed

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Checklist for New (Potential) Program Review Report

Executive Summary

_____ Overview of Proposed Program

Feasibility Report

_____ Rationale

_____ Role of Program

_____ Target Audience

_____ Staff Needed

_____ Resources Needed

_____ Budget

Program Development

_____ Development Time Line

_____ Degree Plan

_____ Curriculum Outline

_____ Completed Syllabi for each course

Program Planning

_____ Student Outcomes

Developed: January 2008
Revised: April 2008
Revised: February 2009
Revised: September 2013
Reviewed:

Approved: June 2008
Approved: February 2009
Approved: October 2013

Revised: November 2008
Revised: January 2011
Revised: October 2015

Approved: January 2009
Approved: 11 February 2011
Approved: 13 November 2015

Appendix D

Signature Pages

For

Completed Program Reviews

Developed: January 2008
Revised: April 2008
Revised: February 2009
Revised: September 2013
Reviewed:

Approved: June 2008
Approved: February 2009
Approved: October 2013

Revised: November 2008
Revised: January 2011
Revised: October 2015

Approved: January 2009
Approved: 11 February 2011
Approved: 13 November 2015

Name of Program Reviewed: _____

Division Director or Faculty of Record

Dean of Academics

Curriculum Committee Chair

Vice President of Operations

Curriculum Committee Recommendations:

Date of Review: _____

Criteria	Maintain a Program	Enhance a Program	Reconfigure a Program	Reduce or Phase-out a Program
Quality and Strength of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance.
Enrollment	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to Benefit and Positively Impact Sitting Bull College	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost Effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural Component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than 1/4 of the curriculum.

COMPLETED ELECTRONIC COPY SUBMITTED: _____ (Date)

Developed: January 2008

Revised: April 2008

Revised: February 2009

Revised: September 2013

Reviewed:

Approved: June 2008

Approved: February 2009

Approved: October 2013

Revised: November 2008

Revised: January 2011

Revised: October 2015

Approved: January 2009

Approved: 11 February 2011

Approved: 13 November 2015

Completed New (Potential) Program Review Signature Page

Name of Program Reviewed: _____

Division Director or Faculty of Record

Dean of Academics

Curriculum Committee Chair

Vice President of Operations

Curriculum Committee Recommendations:

Date of Review: _____

Criteria	Adopt a Program	Enhance a Program	Reconfigure a Program	Program not recommended
Quality and Strength of the Program as Determined from Feasibility Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum	The program's quality and/or contribution to the institution is not substantial enough to justify its implementation.
Expected Enrollment	The program's expected enrollment is strong.	The program's expected enrollment is adequate but could be strengthened.	The program's expected enrollment needs to be strengthened.	The program's expected enrollment does not meet the expectations for implementation.
Ability to Benefit and Positively Impact Sitting Bull College	Relationships, partnerships, and/or alliances are strong. This Program will benefit the overall mission of the college. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances could be developed to strengthen the potential program. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances will not positively impact the college.
Cost Effectiveness	The program could sustain itself and be a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.

COMPLETED ELECTRONIC COPY SUBMITTED: _____ (Date)

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